

## UNIT 3 WAYS OF SOCIALISING

### LISTENING

**Task 1.** Linda Cupple, a social worker, advises young people on how to use the telephone in their family. Listen to her talk and decide whether the statements are true (T) or false (F).

	T	F
1. The telephone often causes argument between members of the family.	<input type="checkbox"/>	<input type="checkbox"/>
2. A reasonable length of time for a call is the main problem.	<input type="checkbox"/>	<input type="checkbox"/>
3. Ten minutes is a reasonable length of time for a call.	<input type="checkbox"/>	<input type="checkbox"/>
4. Young people should not receive a call at dinner time.	<input type="checkbox"/>	<input type="checkbox"/>
5. Young people often call their friends at night.	<input type="checkbox"/>	<input type="checkbox"/>
6. You can't call your friends at any time even when you have a separate telephone.	<input type="checkbox"/>	<input type="checkbox"/>

**Task 2.** Listen to part of Ms Linda Cupple's talk again and write the missing words.

Calling hours should be (1) \_\_\_\_\_ upon. If your parents object to your leaving the dinner to take calls, tell your friends (2) \_\_\_\_\_ calling at that hour; if someone does phone, ask him to call back, or offer to call him when dinner's over.

A serious calling problem is calling very late at night, or very early in the morning. This (3) \_\_\_\_\_ mistake is made mostly by young people who consider 10 or 11 p.m., when a lot of tired (4) \_\_\_\_\_ are happily sleeping, the shank of the evening. So please tell your friends not to call after ten o'clock. The shock of (5) \_\_\_\_\_ out of a sound sleep and the fright of that instant thought - "There's an accident" - are enough to give your parents a (6) \_\_\_\_\_ attack. Weekend morning calls aren't so startling, but it's the one time your parents can sleep late.

If your mother and father, out of (7) \_\_\_\_\_, have installed a separate phone for you, remember that you're still a member of a family. So try (8) \_\_\_\_\_ to your family's regulations.